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SCHOOL LIFE

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METROPOLITAN MUSEUM OF ART EXHIBITS CLASSICAL SCULPTURE IN APPROPRIATE SETTING

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Secretary of the Interior, HUBERT WORK - - - - - Commissioner of Education, JOHN JAMES TIGERT

VOL. XIII

WASHINGTON, D. C., JANUARY, 1928

No. 5

Displaying Worthy Examples of Art, Museum Seeks to Elevate Popular Taste

Art of the Ages Gathered by The Metropolitan Museum of Art. Exhibited in Original Surroundings in Many Instances. Monumental Egyptian Tomb Transported in Entirely from Memphis. Complete Rooms from Colonial American Houses and European Interiors. Extensive Collection of Classic Art Supplemented by Reproduction of Roman Court. Paintings Include Important Examples of World's Greatest Masters

By HUGER ELLIOTT
Director of Educational Work, The Metropolitan Museum of Art, New York

TO STATE that 9,000 or 90,000 or 900,000 objects are shown in the galleries of The Metropolitan Museum of Art would mean little. The quality of the works of art, and not their quantity, is the important matter, as well as the degree of enjoyment of them by the general public and the use made of them by the student and designer.

A few figures, however, may help one to gain an idea of the scope of the collections. Sixteen galleries are needed to display the Egyptian collections; a Roman court and 14 galleries show Greek and Roman art, with 12 rooms for reproductions of classic sculpture and a large hall of miscellaneous casts. The art of China and Japan fills 15 halls, and 11 rooms are devoted to the Near East. Medieval art fills 12 galleries, these exclusive of The Cloisters, a branch museum, of which more later; the collection of arms and armor occupies 5 galleries and 2 study rooms; 47 galleries are devoted to the decorative arts of the Renaissance and later periods; 3 rooms to casts of Renaissance sculpture; 4 to the collection of musical instruments. The print collection occupies 5 galleries and a print room; the collection of textiles, 7 galleries and a study room. Twelve rooms rescued from colonial and early republican houses, with a number of other rooms in the same styles, form the American wing, furnished with the household arts of the period. Four galleries contain modern sculpture; 29 galleries, paintings; and 7 rooms, the Altman collection.

The enumeration of these galleries (this exclusive of The Cloisters) gives an idea of

the size of the museum and of the periods covered, but still leaves one in ignorance of the importance of the collections shown therein. Of no museum may it be said that every object displayed is of supreme importance; it may, however, safely be claimed that the standard of excellence in The Metropolitan Museum of Art is high. And it is worthy of note that of the 225 galleries only 19 are given to reproductions, and these are of sculpture and of architectural models of value to the student of art.

To describe only the most important work of art in each gallery would necessitate the use of much more space than is at my disposal. I can, therefore, give but

a brief description of a few of the objects in each division.

Of unusual interest in the department of Egyptian art is the monumental tomb of Perneb (about 2650 B. C.), transported to the museum from the cemetery of ancient Memphis. The façade of the tomb is 40 feet in width and 18 feet in height, and as the visitor steps into the principal chapel, with its unusually well-preserved wall decorations, he has an experience which may be had in but few places outside of Egypt—that of entering an actual Egyptian tomb. Of slightly less importance but also of great interest are two other chapels or offering chambers, one of the



A typical gallery devoted to American industrial art

same early period, the other of the twelfth century B. C. Every phase of Egyptian art is represented in the collections: Splendid portrait statuary, such as the figure of Harmhab, of the eighteenth dynasty, the statuette of Sesostris I, the head of Akhenaten, and the statues of Merneptah, the Pharaoh of the Exodus; jewelry of remarkable workmanship; painted reliefs, richly decorated mummy cases, and innumerable funerary offerings. One room is devoted to the "Daily Life of the Egyptians," and here the visitor may see the toilet articles of the women, the armor and hunting implements of the men, the tools of the craftsmen, and the toys of the children.

Classical Sculpture is of First Importance

The chief point of general interest in the classical department is the Roman court, a peristyle surrounding a garden with a fountain. This is not an ancient court but a modern construction which suggests the setting in which the works of art might originally have been placed. Of first importance is the sculpture, ranging from sixth century, Greek marbles to late Roman marbles, and bronzes. The collection of vases shows the progressive steps of this art, from the prehistoric Greek period to the Arretine vases of the Romans. Architectural fragments, bronze implements and utensils, engraved gems, and objects in terra cotta

enable the visitor to comprehend the beauty and diversity of classic art. The famous Etruscan bronze chariot should be mentioned as well as the fine Roman wall paintings from Boscoreale, a village overwhelmed by the eruption of Vesuvius which buried Pompeii. (Mention has been made of the galleries devoted to plaster reproductions of classic sculpture.)

The art of China is represented by a notable collection of sculpture—a gilt-bronze statue of Maitreya, of 486 A. D. being one of the most important pieces—and by a large number of superb paintings. In studying these one is impressed by the restraint of the Chinese painter and by his mastery of composition. The Chinese bronze vessels, jade, and the comprehensive collection of pottery and porcelain are worthy of long study. Japanese art is also well represented, the pottery and porcelains and the paintings being noteworthy.

Extensive Collection of Splendid Rugs

In the rooms devoted to the art of the Near East one finds an extensive collection of splendid rugs, jewellike paintings, glass, metal work, and superb ceramics. A Jain shrine of elaborately carved wood, Graeco-Buddhist sculpture, and colorful jewelry are some of the treasures from India which should be mentioned.

The collections of medieval art are so extensive that the visitor may gain a

comprehensive idea of the artistic output of the period through all its centuries. Byzantine and Romanesque ivories, enamels and metal work, Romanesque sculpture and a wealth of Gothic sculpture, furniture, textiles—including tapestries—glass, and wrought and enameled metal work present a vivid picture of the art of the Middle Ages.

Gothic Tapestries Form a Superb Group

The collection of Byzantine ivories is notable and the group of cloisonné enamels is of the greatest variety. A group of Romanesque sculptures from a church near Burgos, Spain, should be mentioned. The Limoges enamels of the thirteenth century are important, as are the ivories and glass of the same period. The art of the Gothic sculptor is brilliantly exemplified in many fine pieces, and the Gothic tapestries form a superb group. Chief among these latter are the famous Sacrament tapestries, a large tapestry woven about the year 1500 in Brussels, representing the Fall and Redemption of Man, and a series of secular tapestries, presumably made for Charles VII of France.

The Cloisters, a branch museum situated on Fort Washington Heights, displays in a most picturesque and harmonious setting an extensive collection of medieval art.

The collection of arms and armor is one of the most representative gatherings



The imposing Fifth Avenue façade of The Metropolitan Museum of Art

extant. It admirably illustrates the work of the artist in hard metal, and gives the visitor an idea of the important part played by the armorer in the Middle Ages and in the earlier years of the Renaissance period. Suits of mail, Gothic

host of other masters being well represented.

The Crosby Brown Collection of musical instruments consists of more than 3,000 specimens illustrating the history and development of musical instruments of all

are displayed in almost bewildering variety.

The American Wing, as has been stated, consists of 12 rooms rescued from buildings of the colonial and early republican periods, ranging geographically from New Hampshire to Virginia and in date from 1740 to 1818. These have been grouped in a three-story building given by Mr. and Mrs. de Forest. For ease of circulation there is on each floor a large exhibition gallery from which the historic rooms open. Each room is furnished with original pieces of the period, and here one can get an intimate knowledge of the manner of living of the founders of the Nation.

The Altman Collection is housed in seven galleries. Here are shown rare and valuable articles of many kinds: Eastern rugs, Chinese porcelains, objects of gold and crystal, sculpture, and paintings. The Cellini cup, of gold and enamel, is of great interest. Fine pieces of Luca della Robbia, Donatello, Rossellino, and other sculptors of the period are notable, and nearly every painting is of the first importance. Among the painters represented are Holbein, Memling, Velasquez, Botticelli, Mantegna, Francia, Verrocchio, van Dyck, Hals, Rembrandt, Vermeer, and Hobbema.

The galleries of modern sculpture contain many important pieces, Rodin and St. Gaudens being particularly well represented.

When we turn to the collection of paintings, a detailed description is more than ever out of the question. Merely a list of the important men represented would demand too much space.

The development of painting in Italy may be studied in detail from the four-



Bedroom from the Palazzo Sagredo, Venice; about 1718

plate armor, magnificent engraved and gilded suits for man and horse, crossbows, swords, daggers, and polearms: every article of military equipment of the period may be studied in this collection.

Art of Renaissance Fills Many Galleries

The decorative arts of Europe produced during the Renaissance fill many galleries. Sculpture, tapestries, furniture, glass, and ceramics are displayed in almost bewildering array. Marble, bronze, and terracotta figures by Civitali, Verrocchio, Luca della Robbia, Rossellino, and many others may be studied. The art of the cabinetmaker is represented by notable pieces of every description from many countries, ranging from early Italian Renaissance cassoni to French pieces of the present day. Metal work of every kind, from wrought iron gates to jeweled snuffboxes, is shown; superb Italian maiolica, "Hispano-Moresque" pottery, Palissy faience, Lowestoft, Chelsea, Spode, and an unusually fine group of French wares delight lovers of beautiful form and color. Of particular interest are several original French interiors of the period and a sumptuous late baroque bedroom from the Palazzo Sagredo at Venice.

In the department of prints will be found an extensive collection of woodcuts, engravings, etchings, and lithographs: Mantegna, Dürer, Holbein, Nanteuil, Goya, Daumier, Méryon, Whistler, and a

nations from prehistoric times to the present day.

In the galleries and study room of the textile collections the visitor may see examples of woven, embroidered, and printed fabrics of every period. Costumes, ecclesiastical and secular, fans, lace, tapes-tries, rugs, velvets, damasks, and brocades



A room rescued from a destroyed colonial building

teenth to the eighteenth century. Spinello Aretino, Fra Angelico, Pinturicchio, Raphael, Correggio, Titian, Veronese, Tintoretto, and Tiepolo are but a few of the masters found in this section. Of the Flemish and Dutch schools the museum possesses many important paintings, Roger van der Weyden, Memling, Bruegel, Rubens, de Vos, Hals, Rembrandt, Cuyp, Metsu, and Vermeer being among the notable names. Paintings of the English, French, and German schools are shown



The Cuxa Cloister is a feature of the Fort Washington Heights branch

in many important examples, and the collection is particularly rich in canvases by our colonial painters and by the notable painters of the United States of the last 50 years.

Will Describe Educational Service Next Month

So much for what may be seen in the museum. In the next number of *SCHOOL LIFE* I shall describe briefly what is done by the museum to interest and help the visitor or student who enters its portals.

(To be continued in the February number of *SCHOOL LIFE*.)

Home Economics Departments and Social Agencies

No better way presents itself to teach social consciousness than in cooperation between the clothing and food classes and the social agency. The contact is made in Detroit with the Junior Red Cross and the Detroit branch of the Needlework Guild of America.

During the first term and preceding Christmas the service is for the Junior

ers, slips, boys' blouses, pajamas, and coveralls.

We ask each child to contribute her time if possible for one thing which may be made from her own material or from material contributed by other children. Between 6,000 and 7,000 articles are made each year.

Each month the foods classes make cookies for some institution which the Junior Red Cross designates. Money is allowed for materials from Junior Red Cross funds.

In the spring term the service is for the Detroit branch of the Needlework Guild of America. Some garments are made with money contributed and materials purchased by the Needlework Guild committee. About 600 garments are made. All of this work is entirely voluntary.—*Julia P. Grant, Supervisor of Home Economics, Detroit Public Schools.*

National Committee on Research in Secondary Education

Small high schools as they exist and operate throughout the Nation have been given special study by the National Committee on Research in Secondary Education for some years past. According to announcement made at the recent meeting of the executive organization of the National Committee this study is now nearing completion.

Other investigations and studies being carried on by the committee deal with urban high schools, procedure in secondary education research, Southern Association high schools, and bibliographies of research studies completed or in progress.

As its secretary the committee elected Carl A. Jessen, specialist in secondary education, of the United States Bureau of Education. Mr. E. E. Windes, formerly associate specialist in rural education, was secretary to the national committee from the time of its organization until his resignation from the bureau last July.

Present at the meeting were: John J. Tigert, United States Commissioner of Education; J. B. Edmonson, the University of Michigan, chairman of the committee; W. R. Smith, the University of Virginia, vice chairman; A. J. Jones, the University of Pennsylvania; Emery N. Ferriss, Cornell University; Wm. A. Wetzel, senior high school, Trenton, N. J.; Margaret M. Alltucker, representing Dr. J. K. Norton, of the National Education Association; W. H. Gaumnitz, Maris M. Proffitt, John O. Malott, and Carl A. Jessen, of the United States Bureau of Education.

The next meeting of the committee will occur in Boston in conjunction with the gathering of the department of superintendence in February.—*Carl A. Jessen, secretary.*

American Pupils are Held too Long upon Rudimentary Subjects

Our Schools Extremely Conservative in Maintaining the Elementary Course of Eight Years Established by Tradition. Notwithstanding Conditions Favorable to More Rapid Advancement. Pupils Have Been Exposed to Needless Reviews, and Rudimentary Subjects Have Been Inflated Instead of Permitting Introduction to Higher Methods.

Economy of Time Implies no Curtailment of Educational Opportunity

Extracts from REPORT OF THE COMMISSION ON LENGTH OF ELEMENTARY EDUCATION

THE FACT that most school systems have been extremely conservative in their attitudes toward elementary education is demonstrated by the very general failure to reduce in any way the length of time that is required for the completion of the combined elementary and secondary curriculums. In most cases where the junior high school has been adopted and where the elementary curriculum is said to be completed in six grades, pupils are required to spend 12 years in the grades and in high school before they are allowed to take up the advanced courses of the college. The beginnings of acceleration which were made by reducing elementary education to six grades are thus rendered ineffective because the system as a whole continues to demand as much time as it did formerly.

Further striking evidence of conservatism is to be found in the fact that such examples as those set by the schools of Kansas City, Mo., and Ottawa and Toronto, Canada, and by the laboratory schools of the University of Chicago, where pupils are successfully transferred to the high school at an earlier age than is common, have not been followed by neighboring school systems. This shows how tenaciously school administrators and communities hold to the idea that rudimentary training should consume the number of years which has been established by tradition. * * *

Conditions Favor More Rapid Advancement

That an earlier beginning of secondary education grows naturally out of the expansion of American education will be readily understood when it is remembered that the elementary school is to-day working under conditions which are favorable to more rapid advancement of pupils than was formerly possible. Formerly, pupils made slow progress because the school year was short, teachers were little

trained, and textbooks were less attractive than they are now and less well adapted to the needs of pupils. Improvement along all these lines has brought as its direct results both a more highly differentiated curriculum in the upper grades and increasing disposition to detach the seventh and eighth grades from the elementary school. * * *

American Pupils Two Years Behind Europeans

That the upper grades of the elementary school have been only partly transformed is thought of by some as fully justified and as in keeping with the immaturity of pupils. Such complacent adherents of the conventional system should take full account of the consequences of their position. Because they are not admitted to the high school until they have completed eight grades, pupils in the United States and Canada are held at a rudimentary level for a longer period than are the pupils of any other civilized country. They are, as a result, two years behind European pupils in securing the education which is necessary for admission to the professions and to the higher levels of commercial and industrial training. They are exposed in some schools to needless reviews in subjects which have undergone inflation because they are retained in the school program longer than is desirable in view of their rudimentary content.

To be concrete, it can be asserted without fear of contradiction that 12-year-old pupils in American schools are often studying complicated and artificial methods of solving arithmetic problems when they should be using the methods of advanced mathematics. They are reviewing geography when they ought to be acquiring knowledge of international economic and social relations. They are reading orally when they ought to be gaining a mastery of literature. In short, they are treated as intellectually immature, as incompetent to deal with subjects which can be demonstrated by relatively easy experiments to be stimulating to them and to be well within their powers of comprehension.

Considerations such as those reviewed in the foregoing paragraph have led the

members of the commission to regard as highly significant any evidence which shows that elementary education can be organized on a seven-grade or a six-grade plan. Indeed, it seems proper to urge the adoption of an elementary program of less than eight grades even if it is recognized clearly that a six-grade or a seven-grade school does not cover all the ground covered in an eight-grade school.

Any reader who is impressed by the idea that pupils should not be held back from high-school courses by the form of organization of the elementary school will find in this report abundant evidence that less than eight years is adequate as preparation for admission to the high school. A large number of pupils in various parts of the United States are now entering high schools after periods of elementary schooling less than the conventional eight years and are successfully meeting the requirements of the high school.

No Curtailment of Educational Opportunity

There are some who will deprecate the tendency to reduce elementary education to seven or six years because they are afraid that such a reduction means the curtailment of educational opportunity for pupils. The phrase "economy of time," which has been used in describing the advantages of a reduction in the period of elementary schooling, has been interpreted in some quarters to mean an actual curtailment of the opportunity of some pupils to attend school. It can not be too emphatically pointed out that a continuance of eight grades is not the sole method of providing a generous liberal education. Nor is the adoption of a seven-grade plan of organization or the adoption of a six-grade plan the same as the adoption of a limited program of education. General education now reaches beyond the rudimentary subjects and in the future will probably be extended even farther.

In fact, in all the more progressive States a possible curtailment of opportunity has been forestalled by the enactment of compulsory-education laws, which have steadily advanced the age at which pupils are permitted to leave school. That elementary schooling has in the past

The members of the Commission were Eugene C. Brooks, Samuel P. Capen, Edward S. Evenden, Thomas H. Harris, Charles H. Judd, *Chairman*, George Melcher, Clarence L. Phelps, Peter Sandiford, Payson Smith, and Henry Suzallo. The report was published by the University of Chicago as Supplementary Educational Monograph No. 34, November, 1927.

been thought of as synonymous with compulsory education is a fact which can be understood in the light of American history. It is equally clear, however, that in many States compulsory education now reaches into secondary education. There is no necessary connection between elementary schooling and the limits of common schooling.

Essentials of Elementary Training

Such an argument as that which has been presented leads directly to the effort to secure a new definition of elementary education. This new definition of elementary education should not be determined by the prevailing notion that the elementary school is the limit of popular education. The essentials of elementary training are certain definable degrees of intellectual and social maturity. If these can be properly attained in less time than formerly, there is no justification for setting a period of eight years and insisting that this period be filled with rudimentary subjects.

The definition of elementary education which this report justifies is set forth in Chapter I. Command of the vernacular, of penmanship, of the essentials of arithmetic, and of the art of reading is essential. This command of the arts of communication and of the symbols necessary for precise thinking should be made complete and permanent by a period of use in Grades IV-VI, during which period the pupil becomes acquainted with the world through the study of geography, history, and the informational sections of natural science and through the reading of selected literature. These informational subjects, which constitute a legitimate part of the program of the middle grades, serve the double purpose of giving the pupil important content for his thinking and of perfecting his reading and his command of numbers as the indispensable elements of intellectual life. The essentials of elementary education thus include the fundamental intellectual arts and the first stages of informational studies.

Pupils Expected to Attend Secondary School

As soon as the pupil has gained the power of measurably independent study, he has a right to admission to the higher level of intellectual life which belongs to the secondary school. It is not the function of this report to deal with secondary education except to recognize the fact that some education beyond the rudimentary stage is essential to complete preparation for modern life. The American people, have, by the laws which they have enacted, made it evident that they expect pupils to attend school long enough to carry their training beyond the rudimentary level. Elementary education does not include all that is expected of the

average pupil under the exacting requirements of our present-day civilization.

It is equally beyond the range of this report to point out the requirements of professional, commercial, and industrial training. It is evident, however, that in these spheres efficiency can be attained by individuals only when the maximum of time and energy is secured for those stages of training which lie above the rudimentary levels. The American system has in the past emphasized education of a rudimentary type and has insisted upon an excessively long period of such training. Because the common school has dealt only with subjects of the rudimentary type and has required eight years for their completion, the American plan of education has lost some of the advantages which the educational systems of other civilized countries provide for pupils who expect to enter advanced schools.

The evolution of American schools is evidently moving in a direction which will ultimately lead to a revision of the educational system and will soon compel a reduction of the period devoted to rudimentary subjects.

Vocational Training Holds Children in School

At present 182 boys and 75 girls, all that can be accommodated, are enrolled in the Colored Vocational School of Baltimore, organized in 1925 to meet the needs of colored children above the sixth grade, many of whom had been dropping out of school because of lack of interest or for economic reasons. For admission, pupils must be at least 14 years of age, and must have completed the sixth grade. Two-year courses are offered in dressmaking, tailoring, electric shoe repairing, carpentry, cabinetmaking, and auto mechanics. School hours are divided between trade practice, and study of related trade and academic subjects. The aim is not to develop journeymen mechanics, but through intensive technical and practical training to prepare pupils for advanced apprenticeship work. Although the school lacks an officially organized placement and follow-up unit, the effort is made by the faculty to supply this service.

Summer School in Brazil for Americans

The International Educational Movement proposes to organize a summer school in Rio de Janeiro, June to August, 1928, for teachers of secondary schools in the United States. The courses will be 6 in number and will consist of 30 lectures in each course upon subjects relating to Brazil. They will be conducted either in the French or the English language by Brazilian professors who have been selected by the Instituto Historico e Geographico Brasileiro. Certificates will be issued to students who have successfully pursued any two of them, which will be accepted toward an academic degree by colleges and universities in the United States. The courses will cover instruction in Brazilian geography, history, sociology, tropical biology, and in the rudiments of the Portuguese language. Brazilian teachers also will be admitted to the courses.

Dr. Towne Nylander, professor in the economic department of Princeton University, organized the arrangements with the cooperation of Dr. Carlos Delgado de Carvalho, professor in the Pedro II High School of this capital. It is hoped that the experiment may prove an initial step in the process of intellectual approximation between the public-school teachers of Brazil and of the United States, for which some of us have long been searching.—*Edwin V. Morgan, United States ambassador, Rio de Janeiro, Brazil.*

To Enable Students to Become Depositors

A student employment agency has been inaugurated by the school savings bank of the Stevens Point (Wis.) High School, in cooperation with school officials, through which local people may obtain the services of high-school boys and girls on Saturdays and during certain hours on school days. The purpose is, by providing a source of income, to assist students in maintaining accounts with the school savings bank, and at the same time to furnish household and other service needed by people of the town.

FOR MANY YEARS it has been the policy of the Federal Government to encourage and foster the cause of education. Large sums of money are annually appropriated to carry on vocational training. Many millions go into agricultural schools. The general subject is under the immediate direction of a Commissioner of Education. While this subject is strictly a State and local function, it should continue to have the encouragement of the National Government. I am still of the opinion that much good could be accomplished through the establishment of a department of education and relief, into which would be gathered all of these functions under one directing member of the Cabinet.—*From the President's Message to the Congress.*

Jacksonville Meeting of Southern Association

A high mark in attendance was reached when 450 members of the Association of Colleges and Secondary Schools of the Southern States registered at Jacksonville, Fla., for the annual meeting, Thursday and Friday, December 1 and 2. This, the thirty-second annual meeting of the association, was pronounced by many the most successful one ever held. The programs were well attended and excellently presented, and a general feeling of enthusiasm and good will was everywhere apparent. The association approved a total of 928 secondary schools and admitted eight colleges, six teacher training colleges, and four junior colleges as new members.

Preliminary to the meeting of the association, two commissions, on institutions of higher education and on secondary schools, held their meetings on November 29 and 30. During these two days, the commissions prepared their reports on accredited relations for submission to the association.

Prof. Theodore H. Jack, of Emory University, president of the association, and President Guy E Snavely, of Birmingham-Southern College, secretary, had effectively brought their abilities to bear upon the problem of preparing programs which would be worth while, interesting, and inspirational.

Among numbers which very evidently impressed auditors were the address by Prof. L. B. Richardson, of Dartmouth College, on "Present day problems of the liberal college"; the report of Dr. J. B. Edmonson as fraternal delegate from the North Central Association; the dean's annual report presented by Dr. Joseph Roemer; and the report of the Committee of Ten on College Entrance Requirements submitted by Dean W. K. Greene, of Wesleyan College.

Two recreational events had been provided by the people of Florida. On Thursday evening an association banquet and concert was given jointly by the University of Florida and the Florida State College for Women, and on Friday afternoon the parent-teacher association of Jacksonville arranged a sight-seeing trip about the city and its environs.

Superintendent H. M. Ivy of Meridian, Miss., was chosen president of the association for the coming year and President Snavely was reelected to the secretaryship. Fort Worth, Tex., is next year's meeting place.—*Carl A. Jessen.*



About 4,000 students from the Philippines, it is estimated, are attending schools and colleges in Continental United States.

Englishmen Now Advocate Secondary Education For All Pupils

Principal Education Officer of Great Britain Asserts that Proper Provision Should be Made for Every Child. Local Authorities Need Not Draw Back on Grounds of Expense. Schools of Many Types Required

LORD EUSTACE PERCY, President of the British Board of Education, speaking at Bradford on Monday on the occasion of the jubilee of the Belle Vue Secondary School, said there was a great deal in Bradford of peculiar interest to anyone responsible for the education of the country. Bradford had taken full advantage of the Education Act of 1902. The Act not only gave powers to local authorities to provide secondary schools, but it enabled schools like Belle Vue to become municipal secondary schools. At the same time it rescued a large number of old grammer schools, restoring them with State aid; it restored many old endowed church schools, which were in danger of extinction. As the result of that great piece of legislation they had, in varying degrees, in different parts of the country, built up a secondary school system. Like all bureaucrats, he found himself using the word "system," whereas he preferred the words "secondary provision." One thing there ought not to be was a "secondary school system," for every secondary school should stand on its own legs. It should not be merely a cog in the machine of a system.

Bradford had taken the fullest opportunity of the advantages bestowed by the Act of 1902—probably more so than any other city. Proportionately it had practically double the number of students in its secondary schools than the average for the rest of the country; it had attained a standard of about 20 secondary school pupils per thousand of the population. The city was offering—and actually giving—secondary education in secondary schools to rather more than one in four of the pupils in the elementary schools. That was a great achievement. Sometimes the length of school life in the secondary schools tended to be less than they might have wished, but since the war, especially in the last four or five years, they had been overcoming these difficulties.

Parent-Teacher Associations Encourage Reading

Establishment of home and public libraries, the reading by parents at home of literature on child health and training, and use of reading courses suggested by the United States Bureau of Education

Lord Eustace Percy, continuing, said they now realized that they ought to provide not only for one quarter of their children, but for all the children in the elementary schools. Every child should have secondary education from the age of 11 onward. All the local authorities in the country had now got to adapt themselves to that idea and work out that policy. He would not enter into the question of administrative costs, he would only say that that policy was not a policy from which any local authority need draw back, on the grounds of expense. It would mean a reorganization of their schools, the provision of accommodation and equipment suitable to a higher stage of education, from the age of 11 onward. It was not such an expensive step, even for local authorities, though rates were a heavy burden at the present moment. There were administrative details which would have to be worked out—in Bradford, for instance, they would have special administrative problems in adapting their educational system to that wider system of secondary education for all.

By secondary education he did not mean, necessarily or even especially, the sort of curriculum which had hitherto been associated with what they had known as secondary schools in the past. They did not mean that all would have to work to a particular standard, set by a particular system of university examinations. In developing secondary education for all they had got to develop secondary schools where every child would enter a higher stage of education, such as would enable the rising generation of this country to meet the demands which were going to be made upon it increasingly every day—by the professions, industry, commerce, and the public services of the nation. They needed not merely one type of secondary school, but other and more varied types.—*London Times Educational Supplement, December 3, 1927.*

in cooperation with the National Congress of Parents and Teachers, are promoted in 27 States by local chairmen on home education. State organizations in Michigan, Indiana, Texas, California, Georgia, and Mississippi, have issued excellent programs for the promotion of home education.

Accrediting Secondary Schools of Middle States and Maryland

New Function Recently Undertaken by Regional Association of Colleges and Secondary Schools. Progress is Necessarily Slow but Work is Proceeding Steadily. More than 3,300 Schools to be Considered

By E. D. GRIZZELL

Chairman Commission on Secondary Schools, Association of Colleges and Secondary Schools of the Middle States and Maryland

THE PRESENT PROGRAM of accrediting secondary schools in the Middle States and Maryland began on February 1, 1927, with the opening of a central office under the direction of the chairman. Immediately following the opening of the central office, machinery for accrediting and the procedure to be followed were established. Funds for carrying on the work in its early stages were provided by the Association of Colleges and Secondary Schools of the Middle States and Maryland. Resources sufficient to finance the entire program were secured from the Carnegie Corporation.

1. Accrediting machinery.—The accrediting machinery consists of (1) the central office for publicity and for collecting and assembling data; (2) the State committees composed of representatives of all the important agencies directly interested in secondary schools, whose function is the evaluation of all reports submitted and recommendation of action to be taken by the commission; (3) the Commission on Secondary Schools whose function is the determination of policy and final approval of all accrediting activities. In addition, special representatives are employed to visit particular schools as the occasion demands.

Directory of Secondary Schools First Necessity

2. Procedures in accrediting.—The following steps have been involved:

(1) The compilation of a directory of more than 3,300 schools of secondary grade (not including junior high schools) was necessary before contacts with schools were possible.

(2) The preliminary publicity was one of the most important problems confronting the commission. Two communications including a bulletin of information were addressed to all the secondary schools in the territory. Eight hundred fifty secondary schools submitted applications for membership on the accredited list. Many inquiries were answered by correspondence and personal interview; and press notices were sent to all the important professional magazines throughout the United States. Extended articles dealing with the preliminary phases of the

work appeared in several leading educational magazines.

(3) The general-report form was prepared and sent on June 20, 1927, to all schools which made application for membership on the accredited list.

(4) The assembly and analysis of reports were handled entirely by the central office in preparation for their evaluation by the State committees. This involved various computations and correspondence with schools for securing additional data.

Active Work by State Committees

(5) Meetings were held by the committees of each State for the purpose of examining the reports submitted. The meetings were held in Washington, Baltimore, Philadelphia, and Albany.

(6) Special correspondence and visitation were necessary in a considerable number of cases. In some instances the State committees recommended a visit by a special representative before final decision. For this reason action by the commission has been deferred on a large number of schools.

(7) The commission met on November 19, 1927, to consider the recommendations of the State committees. On the basis of these recommendations, together with additional information procured by special correspondence and by visitors' reports, a preliminary list of 187 schools was approved for the accredited list. This list, with schools to be considered at the next meeting of the commission, will be published on May 1, 1928.

3. Results of the accrediting program.—The work accomplished to date can not be adequately measured by figures; the difficulties involved in organization and preliminary promotion of the work are not revealed by the number of schools approved. The next stages of the work will bear a greater return because of the work already accomplished. Evidence of this fact is the large number of new applications received daily at the central office. The routine of handling new applications and answering inquiries has retarded correspondence with schools awaiting information concerning the action of the commission on reports submitted. All the large cities in the territory are arranging

for complete reports to be submitted for all their high schools. The present returns indicate that more than 1,000 schools will have submitted reports by February 15, 1928.

The schools thus far accredited in the several States are as follows: Delaware, 1 public and 2 private; Maryland, 6 public and 8 private; New Jersey, 37 public and 16 private; New York, 22 public and 36 private; Pennsylvania, 32 public and 27 private; total, 98 public and 89 private. The work of the committee for the District of Columbia is still incomplete.

4. Next steps in the accrediting program.—The commission's program for the rest of the current academic year follows the general lines of the work already completed. All schools that have submitted reports have been notified of the action of the commission. Schools that have not met the requirements of the commission for one cause or another have been advised as to their shortcomings. In some instances they have been urged to submit additional data or visitors will be sent to study the situation in more detail. It is the earnest desire of the commission to be helpful in every possible way and to that end it stands ready to offer suggestions for improvement to those schools requesting advice. Applicants for membership that have not yet submitted reports have been urged to do so before February 15, in order that the list to be published May 1 may be as complete as possible.

Special Procedure for City High Schools

A special procedure for accrediting the public high schools in large cities has been adopted which will facilitate the work to a considerable degree. Arrangements have been made with the superintendents' offices in New York, Philadelphia, and Pittsburgh whereby the reports from the public high schools of those cities will be collected and forwarded to the central office. This procedure will simplify the work to a large degree and at the same time relieve both the central office and the principal of the large city high school of much unnecessary routine work.

The work of accrediting thus far reveals the need for special studies of such items as teachers, success in college, laboratories, libraries, and other factors determining the efficiency of the school. The excellent reports submitted by many schools will provide a basis for such studies. In this connection the promotion of special research studies for the purpose of establishing more definite measures than the existing standards provide is imperative.

More than half the children in rural schools of Alabama attend consolidated schools, each of which employs three or more teachers.

Safety Work of National Congress of Parents and Teachers

By MILDRED RUMBOLD WILKINSON
National Congress of Parents and Teachers

IN MANY small towns and rural districts the parent-teacher organizations are powerful and efficient agencies in moulding public opinion and in putting over measures for the good of children. Nearly all associations are interested in the safety campaigns of their communities and many include this work in their programs. The following safety plan is much used in the 49 State branches of the National Congress:

Plan of Safety Committee

Aim.—Prevention of accidents, especially among children, through comprehensive, permanent safety campaigns.

Activities.—Encourage and assist safety education in the schools; interest all parents in the need for home safety; give parents specific information on hazards and remedies; secure proper attention to safety on all playgrounds; work for adequate playgrounds or play space with suitable supervision of children's activities; take part in community safety work, or organize it if need be; cooperate with Boy and Girl Scouts; see that all parents have a circular letter at special seasons: Beginning of school year, to warn of traffic hazards; at Christmas, to warn of danger from lighted Christmas trees; at the beginning of winter sport season, to safeguard coasting and skating places; in the spring, to teach children to recognize poisonous plants; at the beginning of the summer vacation, to remind parents of Fourth of July hazards; in summer, to encourage children to learn to swim, to behave properly in a boat, and to manage one.

Objectives.—To awaken interest on the part of parents and educators in a safety campaign; to make a safety survey of the community, this to be published and followed by appropriate action; to cooperate with the National Safety Council, New York City.

Past accomplishments.—Five years' trial of safety teaching in the schools has proved that where safety has been incorporated in the school curriculum on a wide scale 50 per cent of the fatalities among children of school age may be prevented; and through comprehensive, permanent safety campaigns, 75 per cent of all accidents.

Statistics show that accidents cause more deaths between the ages of 5 and 15 than any one disease, and it is proper that the parent-teacher associations should stress accident prevention in the homes, in the schools, and in the communities. On public roads where no person in authority is at hand to watch the children going to and from the schools, they must be safeguarded through home and school training. It has been found that one of the best ways to prevent accidents from automobiles on the public roads is to walk on the side of the road facing the coming machine. This enables the one walking and the one driving intelligently to avoid each other.

In St. Louis County, Mo., the teachers cooperate with the parents by starting all children home on the road facing the

coming machine. One association has secured a right of way through private property, cutting off half a mile. This enabled the school authorities to forbid the use of another short cut over a road skirting a quarry. The path through private property is kept well cindered, and the older children watch to prevent injury to gardens or fields.

Michigan's safety education committee recommends that each local association appoint a carefully selected safety committee of three members: A father, to investigate the travel hazards and to learn if there are any dangerous practices in the community; a mother, to make a similar study of possibilities of accidents in the homes; and a principal or a teacher to consider how the curriculum of the school is meeting the conditions that endanger the children. One meeting is to be devoted to the reports of these surveys and the discussion of conditions and remedies.

The California State branch has a safety committee which cooperates with the State automobile association, the police department, juvenile courts, boards of education, and all civic safety departments.

The Oregon chairman of the home safety survey sent out through the State Parent-Teacher Bulletin, a comprehensive questionnaire to be filled by heads of families describing the precautions against accident in the homes of the State.

Adult Committees are Active

Adult safety committees have been organized in the tenth district of California. Articles covering the entire safety program of the Federation of Parent-Teacher Associations, urging general cooperation with these committees, were printed in all the daily and weekly papers in the district. Similar committees were organized in nearly every school and at present there are 80 adult committees doing active safety work, such as speaking before organizations and in local motion picture shows, and formulating plans for slides to be used in visual education in the schools and communities.

Boys in the San Francisco and Berkeley schools have been organized into traffic reserve squads, trained to work under the orders of police traffic officers in protecting school children in congested districts. This work has been found to be a great aid in character development.

In Oakland, Calif., safety squads of young boys have aided the police so effectively that there has been but one fatal accident among school children in the past six years. In some sections the parent-teacher associations have secured pedestrian lanes as well as police protection at dangerous intersections. In Los Angeles where thousands of children have to cross streets in badly congested districts the problem has been solved in thirty places by having tunnels under the streets. Twenty more are under construction. Demonstrations by members of the fire and police departments have proved of great help in preventing accidents in one district. Efforts of parent-teacher associations along safety lines have resulted in traffic signs and in securing traffic officers near schools and supervised playgrounds.

The National Safety Council has made available for distribution a safety survey blank covering home, school, and community. These blanks may be procured from the office of the National Congress of Parents and Teachers, 1201 Sixteenth Street NW, Washington, D. C., together with a reprint of an article published in the August Child Welfare Magazine giving valuable suggestions as to the conduct of the safety campaign. All associations carrying on this work will receive recognition in the form of a certificate or medal awarded by the educational division of the National Safety Council, 120 West Forty-second Street, New York City.



Washington Visits Feature Americanization Instruction

State-wide plans for a pilgrimage to Washington in December of foreign-born men and women, pupils in night schools and day classes in New York, were made by the State department of education in cooperation with the State Teachers Association. Parties from different parts of the State assembled in Washington, where they visited places of national interest. Preliminary lessons were given in class to enable pupils to receive the greatest benefit possible from the pilgrimage. Visits of this character are becoming an important feature of Americanization work in near-by States, and delegations, officially sponsored, have visited Washington from Massachusetts, Connecticut, and other States.



Organized evening classes in shop mathematics and blue-print reading for men working in a large cotton gin plant at Prattville, Ala., are conducted by two men employed in the engineering department.

Seek Restoration of Welsh Language in Education and Daily Life

Departmental Committee Appointed by President of British Board of Education Makes Exhaustive Report. Declares that Welsh is One of the Great Literary Languages and Fully Worthy of Preservation

By JAMES F. ABEL

Associate Specialist in Foreign Education Systems, Bureau of Education

"THE INDIVIDUALITY of a nation is its birthright. War or conquest may obliterate it; an alien culture may overlay it; the unseen processes of history may efface it; immigration may dilute it; and yet it makes a fight for life and that battle is just. There is no profit in uniformity." This direct statement embodies the spirit of the remarkable revival of languages that is going rapidly forward in many countries.

It prefaces the recommendations made in the report of a departmental committee named in 1925 by the president of the British board of education—

"To inquire into the position occupied by Welsh (language and literature) in the educational system of Wales, and to advise how its study may best be promoted in educational institutions and classes of all types, regard being had to: (1) The requirements of a liberal education; (2) the needs of business, the professions, and public services; (3) the relation of Welsh to English and other studies."

It is significant of the sympathetic attitude of the board that these terms of reference assume the study of Welsh to be an essential element in the educational system of Wales and leave the committee free to study ways and means of promoting it rather than producing evidence of its claims to recognition.

Welsh Was an Aristocratic Language

Nevertheless, the reference did not preclude the committee in drawing up its report, "Welsh in Education and Life," from summarizing with manifest pride the history of the language. It classifies the Celtic tongues into two main sections; the Goidelic, and the Gaulish and British. The former is the parent of Irish Gaelic, Scotch Gaelic, and Manx; the latter, of Welsh, Breton and Cornish. "At a period in its history corresponding to the time when English was regarded as almost a slave vernacular," writes the committee, "Welsh was the language of aristocracy and continued to be so till some time after the accession of Henry VII."

And further, "we shall never be able to take a wide and reasonable view of the Welsh language and its literature until

we realize that from the first beginnings of its history Welsh has been one of the great literary languages of the world.

"Like Irish, then, Welsh is not merely the chief language or dialect among a group of related languages or dialects, but it forms the *only* storehouse of the im-memorial traditions of the British tongue; it is in fact the British tongue developed, harmonized, and adapted by the usage of centuries.

"To-day Wales has a national system of education, a highly developed religious organization, a really great literature, a national drama, and a new, quickly developing national consciousness. If at the present time, the Welsh language through the fault of the schools or of any other organization, declines, it will decline in the period of its greatest opportunities."

Nearly a Million Persons Speak Welsh

As for the present position of the language, in Wales and Monmouthshire 929,183 persons over 3 years of age were reported by the census of 1921 as Welsh-speaking. Of these, 156,995 spoke only that language; the others knew English also. It has its place in the elementary schools in that the regulations provide that the curriculum should as a rule include Welsh; any subject may be taught in the language; it should be the medium of instruction in infant classes where Welsh is the mother tongue of the children; and provision should be made for teaching Welsh history and the geography of Wales. But each local education authority has much freedom, and the extent to which Welsh is used in any school depends greatly on the attitude and ability of the local management. Practice varies widely. It is the language of instruction in nearly all infant departments in Caernarvonshire and has a strong place in the senior departments of elementary schools also; it is not on the time tables at all in Radnorshire, South Pembrokeshire, and much of Monmouthshire.

A remarkably increased number of pupils coming from the secondary schools offer it as a subject of examination for the school and the higher certificates but there is little evidence that on the

secondary levels it is the language medium in any subject other than Welsh. The six teacher-training colleges in Wales offer courses generally confined to students that have a previous knowledge of the language, though in one college all take Welsh and another has a beginners' class for those who wish a working knowledge of it. The training departments of the four colleges of the University of Wales give courses in methods of teaching Welsh; they do not make the language an academic subject. In the main, it is the medium of instruction in the Welsh departments of the university and in several of the extra-mural classes; and the members of these departments, both teachers and students, have become leaders in poetry, the drama, music, theology, and journalism.

Churches Influential in Preserving the Language

The Welsh Bible of to-day is substantially the translation made into the language of the Welsh bards in 1588 by Dr. William Morgan, and in the preservation of Welsh the churches and Sunday schools stand foremost. The number of Welsh services held each Sunday has not seriously declined from the 1,103 of 1906. The Sunday schools attended by scholars of all ages, and for generations the only institutions in which the children of Wales were taught to read their own tongue, are in a flourishing condition. Linked with the church are the young people's guilds and the Welsh dramatic associations.

In public administration, though English is the language of the courts, witnesses may testify in Welsh; Welsh versions of important laws are available; the Board of Health issues many of its publications in Welsh; and appointees to public offices in Wales are usually competent to speak, read, and write the language.

Against these many agencies operating to preserve and further the Welsh tongue is a series of social and economic forces threatening it with "suffocation by an extraneous language." Recognition of its value in the educational system has come only recently and the committee feels that both authorities and teachers have "shown timidity in the face of increasing anglicizing influence, and too great readiness to retreat before growing difficulties and to restrict the place of Welsh in the schools."

Modern Inventions Favor Spread of English

Enough teachers trained to handle the language are not to be had and the higher salaries and better positions in England are drawing away the best product of the training colleges and university training departments. A greater variety of Welsh books is needed, but their publication is a matter of supply and demand. The sales

are not sufficient to attract the best authors and illustrators. The motor car and the radio have taken English into the homes of thousands of Welshmen who hitherto neither heard nor spoke it. A flood of English tourists throng Wales and the interchange of populations between England and Wales is growing. The Welsh periodical press has to compete with the strong English dailies which reach into the remotest parts of Wales.

The committee offers a series of 72 recommendations for improving the position of Welsh. In the main, they look toward its thorough incorporation into every phase of the educational system, rousing an attitude of pride among the Welsh toward their mother tongue, and encouraging its more common use in the homes. The language withstood the Roman conquest, the Dark Ages, the advent of the Normans, and the hostility of the Tudor sovereigns. Will it persist now that communication and interchange of thought among the peoples of the world is far easier and more rapid than ever before in the history of mankind?

The report has far more than local significance. The situation it depicts in detail is, in its broad aspects, exactly that which exists in many other sections and countries. Some of the questions it raises are now puzzling much of the educational world and opening enormous fields for experiment and investigation. The pedagogy of training children to be bilingual, the psychology of bilingualism, its economic aspects for the individual and the nation, and its political and sociological phases are all matters about which there is a great mass of opinion, most of it prejudiced, and very little scientific knowledge.

The committee believes that the pupil's mother tongue should be the vehicle of instruction and the second language should be begun early and introduced gradually into the courses; that administrative problems of bilingualism can be met by establishing parallel classes; and that teachers should be encouraged to conduct experiments in bilingual teaching and publish the results. These are recommendations that challenge the attention of all educators who are struggling with situations such as that in Wales.



President Juan Vincente Gómez, of Venezuela, has decreed the foundation of an Institute of Tropical Medicine, to be connected with the Central University of Caracas, in which scientific investigations and studies regarding tropical sickness will be carried on. This measure was taken on account of the many unknown tropical diseases existing in parts of Venezuela.

How Parents May Aid The Rural School Health Program

By FLORENCE A. SHERMAN

Assistant Medical Inspector of Schools, New York State Department of Education

BY TEACHING children early in life good-health habits in relation to sleep, baths, food, water drinking, the toilet, posture, breathing, exercise, rest, play, cheerfulness.

By being attentive to health in the home, each member of the family having a daily health program and practicing it, thus creating interest and enthusiasm in children. Let "Keep well" be the slogan.

By believing in and having at least once a year a health examination for each member of the family.

By seeing to it that children are in good physical condition to go to school, being sure that they enter with no physical handicaps, and are able to meet the demands of school life and less liable to absence because of illness.

By giving prompt attention to children already in school in whom the school doctor finds physical defects, such as diseased tonsils, adenoids, defective vision, defective hearing, defective teeth, enlarged thyroid, poor nutrition, bad heart and lung conditions, spinal and foot defects, speech defects, defects of skin and scalp.

By permitting sufficient removal of clothing by the school doctor to enable him to make a good examination, providing a screen for each school, so that the child may have the privacy which is his right during the examination.

By seeing that the school doctor is appointed early in the school year (making sure that he is the best—not the cheapest) in order that corrective needs found may

receive attention as early as possible. Children should receive as skillful attention as your livestock.

By being interested in the appointment of the teacher, making sure that she is healthy, knowing her and seeing to it that she has a comfortable and pleasant place to live in.

By providing clean, sanitary, and attractive school buildings having suitable, healthful equipment as follows: Pure drinking water, covered porcelain water containers, individual drinking cups, facilities for washing the hands, paper towels, liquid soap, sanitary toilets, toilet paper, a properly placed and jacketed stove, proper lighting from left and rear, window shades, good ventilation, providing at least two window boards or screens for every room, a thermometer properly placed, comfortable and adjustable seats and desks, a screen for use during the school doctor's examination, a doormat, and the required playground space—all kept in a sanitary condition.

By showing active interest in the school and school-health program, making the school one of the civic projects, possibly making it a health center. Showing interest by visiting the school, knowing the teachers, doctor, and school nurse if there be one, making the school supplementary to the home in the care of children as to healthfulness and comfort.

This is the best investment any community can make. Will you not live up to this great obligation?

Provides Scientific Training in Fisheries

Dalhousie University, at Halifax, Nova Scotia, has established a chair of fisheries and a four years' course of study leading to the degree of bachelor of science in fisheries. The course will be based on solid training in the fundamental sciences and will embrace practical instruction in (a) General principles relating to fisheries; (b) Principles of fish embryology and fish culture; (c) Principles of salting, drying, and canning methods; (d) Principles of freezing and smoking methods; and (e) Marine biology, to be given in a laboratory situated directly on open sea water.

Fishery, agriculture, mining, and forestry are the four great industries of the

Maritime Provinces, and fishery has heretofore been alone in having no appropriate provision for the training of scientific experts for its development. The biological board of Canada will cooperate in the conduct of the college, and will provide teachers and instructors for the staff.—W. Henry Robertson, American consul general, Halifax.



All adults who handle food in school lunchrooms of New York City must hold a "food handlers' health certificate." This is in conformity to the sanitary code of the city which requires examination of all persons engaged in the preparation or serving of food, to establish freedom from any infectious or venereal disease in communicable form.

Dormitories for Montana Public High School Pupils

Population of Some Counties Is Sparse and Distances Are too Great for Daily Transportation of Pupils. Suitable Living Quarters Not Otherwise Available in Towns for Rural Children. Dormitory now Integral Part of School Plant

By EDITH A. LATHROP
Assistant Specialist in Rural Education, Bureau of Education

DORMITORIES for public high school children have become recognized institutions in Montana. Many school officers recommend them as the best solution for housing children living in rural areas who must leave home to attend high school; rural parents unanimously approve them; school children in well-managed dormitories show more improvement in scholarship, personality, and cooperative spirit than do many children who live at home; and successful dormitories supply children with wholesome food, a homelike atmosphere, and careful supervision at the lowest possible cost. These are the principal facts established in a recent study of public school dormitories by Jessie E. Richardson, department of home economics, and J. Wheeler Barger, department of rural life, published by the University of Montana as Bulletin 201.

More than 500 rural children were housed in 19 dormitories operated in connection with high schools in Montana in 1926. As the population and economic conditions have changed from year to year the number of dormitories in operation has varied. The State department of education reported 24 in 1920 and 25 in 1922. Although the first public school dormitory was established in 1914, it was

not until 1923 that the Montana legislature legalized dormitories already in operation and authorized school trustees to provide additional ones where needed.

Large and sparsely settled school districts, the impracticability of consolidating

towns are given as reasons why dormitories have become necessary for Montana high schools.

There are counties in the State with areas larger than some of the States on the Atlantic seaboard, which are so sparsely settled that the school population is large enough to support only one secondary school, the county high school. Other counties maintain in addition to county high schools a few district high schools offering from one to three years' work, but even in these counties there are instances in which the distances between high schools and the homes of the pupils are so great as to make daily transportation impossible. In some counties the establishment of additional high schools is



Most of the dormitories were originally intended for other uses

tion in many sections of the State, the limitation in the number of high schools that can be established because of low property valuation, and the difficulty of finding living quarters for children in

prohibitive because of low property valuation. Each of four counties has a property valuation of less than \$2,000 per census child, and each of ten counties has a valuation of less than \$50,000 per teacher employed.

The difficulty in finding living quarters for children who must leave home in order to attend high school is stated as the real need that brought about the origin of the dormitory. Homes that offer both living quarters and parental responsibility for rural children are scarce in Montana towns. To leave children in town without the supervision of responsible persons causes much anxiety on the part of rural parents.

Dormitories that are Specially Successful

Dormitories operating in connection with high schools at Choteau, Deer Lodge, Thompson Falls, Whitehall, and Winnett are among those that have been especially successful.

Some years ago when a new building was erected for the Teton County high school at Choteau, the old building was remodeled into a dormitory at a cost of about \$5,000. The dormitory in connection with the high school at Thompson



"Cliff House" at Thompson Falls was built for a school dormitory

Falls has been in operation since 1919. For two years the school board rented a building for that purpose, but in 1921 bonds were voted for the erection of a dormitory costing \$57,000, including \$12,000 for equipment. This building, known as the Cliff House, is one of a group of four buildings all located on a hillside and considered as integral parts of the school. In 1926 it housed 90 students, 46 boys and 44 girls, at a cost of \$18.50 a month. The dormitory at Winnett is one of the oldest in the State, having been in operation since 1917.

In some instances dormitory ventures of school districts have been short lived either because of the establishment of other high schools in close proximity to high schools with dormitories or because dormitory management has been inefficient.

Seventy per cent of the present dormitories have been purchased, built, or remodeled from old school buildings for sums ranging from \$3,500 to \$6,000, and in the majority of cases the money has been taken from the regular school fund. In 1926 in 40 per cent of the dormitories the salaries of the matrons were paid from school district funds and their living expenses were paid from fees of dormitory students; in 50 per cent the matrons were paid entirely from students' fees. The salaries of matrons ranged from a minimum of living expenses only to a maximum of \$135 a month with living. The average cost per student for living in the dormitories was \$17.85 per month.

The authors of the study are of the opinion that the high school dormitory in Montana has passed the experimental stage and that in certain localities it should be considered as an integral part of the school plant. To the end that mistakes may be avoided in the establishment of dormitories, it is suggested that before a dormitory is established a careful survey be made of the area contributory to the town in which it is proposed to erect a dormitory, for the purpose of determining the number of children in such area who must leave home in order to obtain a high school education, the practicability of school bus service for such children, the availability of suitable living places for children in the town, and the possibilities of the establishment of high schools in the outlying territory.

In addition to the report on the present status of high-school dormitories in Montana, the study gives a series of suggestions for planning, equipping, and managing such dormitories.



By popular vote in New Jersey, 7 new municipal libraries, 1 county library, and 12 association libraries have been established.

Cooperative Plan Practiced in Georgia School

Alternation of four weeks in the Georgia School of Technology, Atlanta, and four weeks of practical work in shops or engineering departments of railroads in Georgia is carried on by a number of students under a cooperative plan recently developed. The plan contemplates work continuously by the same two alternating students for five years, at the end of which time each will receive his B. S. degree in engineering. During this period the students receive regular apprenticeship wages for their work, and advancement or increase in wages is determined by their value to the company and the length of time spent in the service of one company.

Presidents of three railroads are on the advisory board of the cooperative department of the Georgia School of Technology. At present 86 students, 43 pairs of workers, are receiving mechanical and electrical training under the cooperative plan in shops of the Central of Georgia Railroad. In the mechanical department of the Louisville & Nashville Railroad 32 students, 16 pairs, are employed; and 12 students, 6 pairs, are employed by the Southern system in its signal and electrical and maintenance of ways departments.



French Are Treating Germans with Consideration

Instruction in German of children in elementary schools of Alsace and Lorraine is given earlier, commencing this year, if they have advanced sufficiently in the reading of French. Heretofore study of German has been delayed until the third year. It may now be taken up in the second term of the second year, according to recent announcement of the new rector of the Academy of Strassburg. The purpose is to make education bilingual in the Provinces, although French must come first in order of importance. On request of parents the catechism will be taught in German from the very beginning to assure ability of the children to read in that language from their earliest years.



English Women Trained for Australian Service

A hostel for the training of young British women as household workers in Australia has recently been established at Market Harborough, Leicestershire, England, by the British and Australian Governments. It is the outcome of a recommendation made at the last Imperial conference that Dominion governments

cooperate with the home Government in providing facilities for training and testing the fitness of intending women settlers before their departure overseas.

The hostel provides accommodations for 40 pupils, and girls and single women 18 to 35 years of age will be accepted and given free instruction and maintenance during a period of 6 to 10 weeks. On completion of the course pupils are eligible for free passage to Australia, where household employment at good wages is assured them.



Honduran Teachers Will Discuss Educational Questions

A congress of teachers has been called by the National Council of Education of Honduras to be held in Tegucigalpa on January 1, 1928. Representatives of the teachers and professors of the different Departments have been elected and the congress will consider the following questions:

- (1) The furtherance of moral and civil education as a fundamental base for the normal life of the nation;
- (2) ideals which should be held by the primary schools of Honduras;
- (3) nationalization of primary and normal teaching;
- (4) the problems of the rural schools in Honduras;
- (5) organization and distribution of teaching missions (for the Mosquitia and other outlying sections);
- (6) the problem of primary teaching in the Bay Islands;
- (7) stimulation of the profession to reach the highest efficiency in its duties;
- (8) means for solving the economic problems of the Honduran primary schools;
- (9) courses of higher studies for the preparation of directors and technical inspectors of primary education;
- (10) a project to reform the code of public instruction in its primary and normal sections for submission to the respective ministry for consideration.—George P. Shaw, American consul, Tegucigalpa, Honduras.



Industry and Ingenuity of Self-Help Students

House work in payment for room and board has been found the most remunerative occupation by undergraduate students working their way through Syracuse University, New York. Of 3,951 regular term and summer students who were wholly or partially self-supporting, 2,247 were men and 1,704 were women. Of the men, 408 were wholly self-supporting, but only 73 women maintained themselves entirely by their own labor while pursuing their studies. Many of the men did "janitorial engineering," or worked on the grounds. A total of \$785,755 was earned by the students during the calendar year.

Must Consider Pupil's Academic Ability and Requirements of Curricula

Intelligent Educational Guidance Requires Measure of Scholastic Aptitude with Knowledge of Minimum Ability Levels for the Several Courses. Ordinary Mortals Can Do Many Things Equally Well. Exploratory Courses Should be Fundamentally Educational. Worth-While Program of Educational Guidance Possible in Any School.

A Practical Record of Pupil Ratings in Each Curriculum

By WILLIAM A. WETZEL

Principal, Senior High School, Trenton, N. J.

THE PURPOSE of this paper is not to present a scientific treatise on guidance, but rather to call attention to a few things that are now within the range of possibility in every well-organized high school.

The profit which the grocer makes by raising all the goods on his shelves 50 per cent in price is no more elusive than is the progress made in guidance by broadening its definition to include the whole educational process. In a sense all education is guidance, but the high-school principal who must face the daily problems of his pupils still has two distinct guidance problems on his desk.

Individual Guidance a Difficult Task

There is first the problem of directing a pupil toward the right kind of occupation. It is easy to offer general impersonal courses in vocational guidance, but to direct an individual pupil toward his proper calling is a difficult, not to say in most cases, an impossible task. No one knows this better than the schoolmaster who has tried to help his own sons to a wise decision.

To know the hazards of mountain climbing is not enough. One must also know the physical condition of the climber. Personal guidance implies that you know both the individual and the field into which you are directing him. There are many occupations. The list of distinct callings enumerated in the census reports mounts to hundreds, and of many of these even the names are strange to most individuals. In the more common trades there is no agreement among the experts as to the qualities necessary for success. School advisers may well be justified in refusing to enter where experts hesitate to tread.

As far as individual aptitudes are concerned most of us are not geniuses divinely called to one task, but ordinary mortals who probably can fill any one of a number of occupations equally well or equally poorly, according to the point of view.

Publication sponsored by the National Committee on Research in Secondary Education, Dr. J. B. Edmonson, chairman.

The writer has often moralized about his own case. His early ambition was to become a lawyer, and he has been told by his legal friends many times that he would have made at least a fair lawyer. He has Joseph Pulitzer's *sine qua non* for being an editor, in seeing something in every issue of the daily paper about which he would like to write an editorial. If his father had been a stock farmer, or a musician, or a captain of a Delaware Bay fishing boat, the writer would probably have been inclined to follow his father's calling. The reason why he did not enter his father's flour mill was not that he disliked the business, but that he could see plainly the ruin of the small eastern miller in competition with the large western mills. After graduation from college he had neither money nor influence. So he drifted into teaching and has stayed put ever since.

Possibly for most of us other factors than vocational aptitudes decide the calling in which we find ourselves. The discovery of gold on many occasions has turned poets and musicians into miners, and the opening of Government lands in the West has made farmers out of streetcar conductors.

Should Leave Residue of Subject Matter

It has often seemed to the writer that a word of caution might well be spoken with reference to vocational guidance in the junior high school. So-called exploratory courses may have vocational significance, but they should be more than excursions through a museum, and should leave with the young explorer a generous residue of subject matter mastered in serious fashion.

The shop in the junior school is more than an exploratory agent. It is fundamentally educational and not vocational in character. The shop is a great vitalizing force in the educational program of the junior school, and the future chief justice as well as the future bricklayer and seamstress is entitled to its advantages.

The principle of differentiation in the junior school is differentiation according to present capacities for education, and not according to future occupation.

When commercial arithmetic is offered to capable students in the ninth year at the expense of a course in general mathematics, it becomes a question whether we are educating the child to his maximum capacity. Specific training for a job may lead to a close relation between the junior school and industry, but it may also lead to the exploitation of children.

What has been written thus far is not to be considered as a jeremiad against vocational guidance. Possibly it is a kind of smoke screen with which the writer is trying to hide his cowardice in not attacking the problems of vocational guidance more vigorously.

To Get the Most From School Attendance

Whatever one's attitude toward vocational guidance may be, a worth-while program in educational guidance may be set up in every high school. Some one has defined educational guidance as "directing the pupil through the school so that he will get the maximum of good out of his school attendance." The least that this can mean when interpreted in terms of actual school administration is that a child assigned to any course of study shall get the values which are attributed to that course. Such a program requires that the school know something about the educational possibilities of the child and about the educational opportunities of the school to satisfy those possibilities and that the school shall get the best possible results from the child in any school situation in which he has been placed.

Until there are school buildings and teachers and curriculums and training schools for teachers that will set up a profitable educational program for all types of boys and girls up to 18 years of age, the writer is not in sympathy with the modern tendency to extend the compulsory school age to 18 years. There is no virtue in school attendance alone. Educational guidance implies school attendance only so long as the child actually gets the benefits that are attributed to the courses in which he is registered. The best guidance for a thorough educational misfit in a senior high school is guidance

toward a job, where the child may at least enjoy the moral advantage that comes from honest work.

Sixteen years of age brings the child to the first fork in the road because 16 is the minimum age limit at which a boy may begin an apprenticeship. Up to 16 he faces the question, "Why are you not in school?"; after 16 the question changes to "Why are you in school?" Up to 16 the child in school has the benefit of the doubt. After 16 upon him rests the burden of proof. Attendance after 16 years of age depends not only on the child's educational needs but also on the ability of the school to satisfy those needs.

An Epoch of Life Closes at 16

If 16 years of age closes the first epoch in the child's life, then clear recognition of this fact will further an educational guidance program. After the child has arrived at the age of 16, instead of assuming that the child's interests lie naturally in further attendance at school a distinct effort should be made to justify further attendance. In any given case, which means a certain child and a certain school, further attendance depends on the educational possibilities of the child compared with the educational opportunities of the school. What curriculum does this senior school offer which this child may pursue with profit?

To arrive at a fairly safe answer to this question there are certain things which every school can do and for failure to do them there is no longer any reasonable excuse. In the first place every school should have reliable data to gauge a pupil's academic ability or what the colleges call scholastic aptitude. A scientific ability index for every child should not only be recorded in some distant office, but should function in the school.

In the second place every school should year by year build up data to show what degree of ability is necessary to give the child an even chance of success in any curriculum.

Pupil Ratings Helpful to Adviser

The following distribution of pupil ratings in two curriculums, if confirmed year by year, would be helpful to any school adviser or pupil or parent in deciding whether the pupil should enter either curriculum.

College preparatory curriculum

Ability index	Per cent of ratings				
	E	D	C	B	A
Up to 59.5.....	23.8	42.9	28.6	4.8	0
60 to 79.5.....	18.4	37.8	30.8	12.0	9.2
80 to 99.5.....	9.4	28.8	34.0	22.3	5.7
100 to 119.5.....	4.9	17.9	33.2	31.0	13.0
120 and over.....	1.5	13.8	20.9	30.4	33.4

Secretarial curriculum

Ability index	Per cent of ratings				
	E	D	C	B	A
Up to 59.5.....	13.3	40.0	35.0	11.7	0
60 to 79.5.....	10.3	41.7	38.9	8.6	0.5
80 to 99.5.....	2.3	20.6	42.0	27.4	7.8
100 to 119.5.....	3.6	17.9	32.2	30.4	16.1
120 and over.....	0	5.0	25.0	20.0	50.0

Pupils Rated B are Safe College Risks

This ability index is based on standard tests in vocabulary range and reading comprehension. In this school a pupil with an ability index under 60 would have less than 1 chance in 20 of getting B ratings in the college preparatory curriculum; with an ability index between 60 and 80 he would have 1 chance in 5; from 80 to 100, 1 chance in 4. It is only at an ability index of 100 that the pupil begins to stand an even chance of getting B ratings. Experience in this school has shown that pupils with B ratings are safe college risks. Pupils with C ratings are a fair gamble, and D ratings spell failure, in most cases failure even to get into college. A prospective college student under these circumstances should rate B's in at least 50 per cent of his work. That is, according to the table of distribution of ratings in the college preparatory curriculum he should have a minimum ability index of 100. In this school, of 212 students in the college preparatory curriculum almost 50 per cent have an ability index below 100 and 15 per cent have an ability index so low that they are probably doomed to failure in their ambition to go to college, before they begin their work in the senior high school.

Guidance According to Individual Ability

Ezra Cornell, the founder of Cornell University, said that this institution should be a place to which anybody could come to study anything. That is the conception held by too many people concerning the public high school. Probably the time should never come, when in a public high school a pupil might not try almost anything at least once. But when low ratings confirm the prediction of low ability indexes, a sound educational guidance program would seem to demand that the pupil undertake something that is more likely to bring success and the parents of all incoming students with ability indexes under 100 may well be warned that these pupils according to past experience do not stand an even chance of success in the college preparatory curriculum.

A similar analysis of the distribution of the ratings in the secretarial curriculum points to the conclusion that pupils in this curriculum should have an ability index of at least 80.

If educational guidance means the directing of a pupil through the school so that he will get the maximum of good out of his school attendance, then the school which has a measure of the pupil's academic ability and reliable pupil ratings and has checked its different curriculums and the courses in the curriculums for the minimum ability levels which warrant a fair chance of success, is on a fair way to undertake a reasonable program of educational guidance.

The perfection of such a program of guidance also involves the problem of differentiating certain courses, particularly required courses, as in English, so as to adapt them to pupils of different ability levels. But that is another story.



Health Education Promoted by Red Cross Juniors

Czechoslovak Junior Red Cross has become a great organization of 345,920 school children. Ten per cent of them are students of secondary and professional schools and the others are pupils of elementary and urban schools.

The reports for the year 1926-27 show important activity in health education. The members pay great attention to their own personal cleanliness. They attempt to complete hygienic equipment of their schools; they are helping to establish diverse health undertakings, as clinics for teeth defects, shower baths, bathing places, playgrounds, and school gardens. Of the total number of school gardens 10.5 per cent are property of the juniors.

The juniors are helping not only their fellow pupils, but they are offering their assistance to adult persons and to many schools in poor districts, too. Their interest in exchanging correspondence with pupils of other countries is increasing continually. The same is marked in interchanging albums and diverse gifts. Czechoslovak juniors are corresponding with juniors in 20 foreign States. Three monthly papers and many textbooks on health subjects are uniting all members of this great organization, which has its excellent model in the American Junior Red Cross.—Emanuel V. Lippert.



"Vagabonding" is a growing practice at Harvard University. The term is of recent coinage and it refers to attendance upon lectures not included in the student's regular courses. Professors encourage it, and every morning the Crimson prints a list of lectures of the day which are likely to be of general interest. The lecturers themselves supply the information for the list and its publication is in effect an invitation to attend.

Leadership, Equipment, Objectives, Activities Determine Success

These Four Fundamental Conditions Must Be Properly Met Before Success Can Be Predicated for Physical Education. Endurance Should Be a Primary Aim. Social Qualities Best Cultivated in Games

By HENRY S. CURTIS
Director Hygiene and Physical Education for Missouri

FOR WORK in physical education to be fully successful it must meet four fundamental types of standards. The first of these is personnel. There can be no successful system without competent leadership. This leadership normally consists, in the cities, of a supervisor, teachers of physical education, and squad leaders. The second type of standards are those of physical equipment. The athletic field or playground should be adequate for everyone to take part. All school grounds should be made practically level, just as all college and university fields are. Many of them should be underdrained. On nearly all school grounds the area immediately about the school building should be surfaced. If the ground is small, very likely the entire ground should be surfaced. At all high schools there should be a separate field for the girls.

On all elementary and high school grounds, there should be a jumping pit and a short running track. In junior and senior high schools there should be a gymnasium for each 500 students or fraction thereof. This gymnasium should not be less than 45 by 85 feet in the clear, with a minimum height of 18 feet. In the small high schools and elementary schools this may be a combination gymnasium and auditorium. The supplies essential to an athletic program should be furnished by the school. It is better in the elementary schools, at least, to furnish these to individual classes, as they are thus taken better care of, and less time is lost in procuring them when the class has a physical education period.

Standard Objectives

Strength.—In the past strength has often been held the chief objective in physical education, but the rapid changes in the times, by relegating all heavy work to machinery and making professions of all trades and occupations, are throwing this objective into serious doubt. President Angell holds that great masses of muscles are serious handicaps to professional workers. Certainly there is no immediate use for them by most women and by a very large proportion of men. On the other hand, it may be said that the

only way to develop the motor areas of the brain is through developing the muscles which they control, and that the motor areas furnish most of the energy for all our affairs, both mental and physical. A reasonable development of strength is still to be regarded as a worth-while objective.

Endurance.—While strength means the ability of the muscle to contract powerfully for a single time, endurance means the ability to continue this contraction during a long period. Endurance is mostly bound up with interest and is primarily a nervous rather than a muscular power. It is developed much more effectively through play and athletics than through formal gymnastics. It is a primary aim. Our physical education should give us the ability to carry our day's work without weariness.

Physical defects.—The present movement for physical education grew out of the revelations of the draft, which rejected 33 per cent of our men as physically unfit for military service, at a time when men were greatly needed. These defects are not much less handicapping in time of peace than in time of war. They increase regularly through the grades where there is no systematic attempt to counteract them.

Beauty.—Although we have never made beauty a definite objective of physical education in this country it was a main objective in Greece. Physical education should give health with bright eyes, glossy hair, a clear complexion and a symmetrical figure.

Grace.—Grace is a by-product of activities thoroughly enjoyed; awkwardness always grows out of drudgery. A system which consists largely of play, athletics, and dancing gives the most varied training to motor coordinations, and makes all activities an expression of inner purposes, and should make nearly all graceful.

Social adjustments.—It is on the playground and in relationship with other children that boys and girls learn how to make friends, be good comrades and become members of a social community. "Send your boy to college," said Emerson, "and the other boys will educate him." The importance of this training is generally appreciated in college life,

but it is not so commonly understood in the life of the public school. It represents a type of education not much less important than that of the classroom.

Social standards.—We are coming to see that habits are not formed through learning principles; the physical director has a greater opportunity than the Sunday-school teacher to mould habits and character. Sportsmanship is the practical ethics of the playground and the only moral code which inherently appeals to the red-blooded boy or girl. Most habits of courtesy or discourtesy, of selfishness or unselfishness, of honesty or dishonesty, of truthfulness or untruthfulness are formed in the social relationship of the playground.

Standards in Activities

Games.—Games are the normal activity of children. They carry their own appeal, and invite to continuous action and the rapid solution of a myriad of practical problems. Children from grade to grade should learn to play well the games appropriate to each age. In this way they are given the best training in motor coordinations and obtain the best physical exercise along with the social training involved. By the completion of high school every boy and girl should play a good game of baseball or indoor baseball, of volley ball, of soccer or American football, of basketball and tennis.

The emphasis should be placed on activities that carry over to later years. With a possibility of a 30 or 40 hour working week in the not very distant future, schools must train for leisure time no less than for work time, and inculcate a love of reading, music, art, and sport. For hygienic reasons, so far as possible, these activities should be in the open air and lead to a love of nature.

Athletics.—Every student should be expected to pass from grade to grade in athletics appropriate to his age. This would include the shorter dashes and the common jumping, throwing, and balancing events; in short those events which are represented in the badge tests, with their expansion into a pentathlon and a decathlon as the student becomes more proficient in the simpler activities.

Walking.—Walking is the chief form of physical exercise. It is the only one continued by most women and the majority of men. Every high school should have a walking club. We hope that some time each of them will issue a guide showing places to be visited and activities that may be carried on in connection with a series of walking trips, and that the school tradition will expect students to take these walks before graduation.

Swimming.—Swimming is becoming a part of our educational ideal. Practically

all new college and university gymnasiums contain swimming pools and require swimming for graduation. Every student should learn how to swim before finishing high school.

Dancing.—The folk dances represent a fine type of physical activity with a deep emotional appeal. The feeling is nearly always of pleasure. They satisfy the desire for both activity and rhythm. All girls, at least, should know several folk dances before completing high school.

Gymnastics.—Before graduation every student should be so familiar with certain gymnastic activities that they will have become a matter of routine so that he can go through his daily dozen mechanically without having to think what comes next.



Practical Experience for Students of Textile School

A new textile school is to be opened shortly in Leskovats, Yugoslavia. The purpose of this school is the training of efficient assistants for textile engineers and superintendents of textile factories. The course of studies, both theoretical and practical, is to last three years. An extra six months' course will be devoted to the training and instruction of the pupils to enable them to qualify as skilled weavers and merchants' assistants in the textile industry.

For the purpose of encouraging home weaving and spinning this school will have classes for peasant women, village school mistresses, and others who would like to learn how to handle modern looms, spindles, dyestuffs, etc.

The pupils will receive their primary instruction in the textile industry in the school's workshops and later will be sent to work for two months of every year in factories. A laboratory will be attached to the school for determining the quality of the thread and material, and a museum for displaying all kinds of textiles, woolen, cotton, flax, and silk; also laces, ribbons, braids, etc.

The maximum number of pupils is to be 30, of whom 10 may be female. They will be admitted upon competition. Preference is to be given to those who have successfully terminated four classes of the secondary schools or have graduated from some three-class crafts school.—*Stewart E. McMillin, American consul in charge, Belgrade, Yugoslavia.*



More than 1,000 foreign students are attending higher educational institutions in Chicago, according to the adviser on foreign students of the University of Chicago.

Schoolhouses Applied to Community Uses

Use of schoolhouses in the United States as centers for social, recreational, and community purposes increased 55 per cent during the four-year period 1919-20 to 1923-24, as shown by replies received from school officials addressed by the Interior Department, Bureau of Education, in a survey to determine to what extent school buildings throughout the country are so utilized. The results of the inquiry have been published by the bureau in Bulletin, 1927, No. 5, Extended Use of School Buildings, by Eleanor T. Glueck.

Definite provision by law has been made in 32 States for use of school buildings as centers for community activities, and it is permitted in other States. Two-thirds of the 722 places in which standard centers were reported have fewer than 5,000 inhabitants each, but two-thirds of the 1,569 centers were in cities of greater size. Of the large cities reporting such use, New York stands first with 138 school centers, Detroit next with 49, Cleveland 30, Pittsburgh 25, Buffalo 22, Grand Rapids 21, Fort Wayne and Cincinnati 20 each, Chicago 18, Washington City 17, Duluth 13, Milwaukee 12, Boston and Newark 11 each, and St. Louis and Lincoln, Nebr., 10 each.



Pupils Receive Certificates for Home Reading

To encourage reading of books from school libraries, neat library certificates will be issued by the county superintendent of Otter Tail County, Minn., to pupils in grades 4 to 8 who complete the reading and review during the year of five books from the school library. For completion of the second series of five books a certificate decorated in colors with the State flower, the Moccasin flower, will be given, and completion of the third series entitles pupils to a gold seal on the "Moccasin certificate." Pupils reading a second series of 15 books will receive a diploma of honor.



Government School of Agriculture for Costa Rica

Provision has been made for establishment in Costa Rica of a Government school of agriculture, which will be conducted under the direct supervision of the secretariat of public works. Theoretical and practical instruction will be given in agriculture and related sciences, and courses will be adapted as far as possible to needs of the country. Location of the school has not yet been decided

upon, but it will probably be situated in the Province of Alajuela. Interest in success of the undertaking is shown by Government officials and the general public, and although appropriation made by the constitutional congress for inauguration of the school and expenses for the first year is not large—\$25,000—it is believed that as soon as practicable funds for adequate equipment will be provided.—*Roderick W. Unckles, American vice consul in charge, San Jose, Costa Rica.*



Promotes Study of Gaelic and Greek

To develop latent talent for Gaelic among Highland pupils in schools of Inverness County, Scotland, a scholarship of £50 a year was offered last year by the Highland Trust. Of six candidates who recently qualified, one was a girl who won the award. In addition, a fund of £80 has been voted by the Trust toward the maintenance of the study of Gaelic and Greek in secondary schools of the county. At present 323 students are enrolled in Gaelic, and 45 in Greek classes.



Consolidation Proves Satisfactory in Wyoming

Transportation of pupils to and from school is carried on in 22 of the 23 counties in Wyoming. Of the 20,000 rural school children in the State, 7,000 were transported last year. In western Wyoming—Uinta, Lincoln, and Teton Counties—transportation is almost entirely by horse-drawn vehicles. Transportation of pupils has resulted in improved attendance and in many instances has solved truancy problems. No district has returned to its former isolated school after trying consolidation and transportation.



To emphasize the difference in development and needs of 4 and 5 year old children, and to provide materials exactly suited to each age, the committee on education of the Wisconsin State Kindergarten Association is preparing a series of suggestive curriculum material, which will be issued in looseleaf form.



Teachers in public day schools of Nevada, if engaged for night-school work, are not allowed, under a ruling of the State board of education, to give more than two hours of service at night, nor more than six evening hours during any one week.

A Bill to Create a Department of Education and for Other Purposes

Introduced in the Senate by Senator Curtis, and in the House of Representatives by Mr. Reed of New York. Referred to Senate Committee on Education and Labor and to House Committee on Education

BE IT ENACTED by the Senate and House of Representatives of the United States of America in Congress assembled, That there is established at the seat of government an executive department to be known as the Department of Education, which shall be under the control and direction of a Secretary of Education to be appointed by the President, by and with the advice and consent of the Senate. The Secretary of Education shall receive a salary at the rate of \$15,000 per annum. * * *

SEC. 2. There shall be in the Department of Education an Assistant Secretary of Education, to be appointed by the President, and to receive a salary of \$7,500 per annum. * * * There shall also be a solicitor, a chief clerk, and a disbursing clerk, and such chiefs of bureaus and such scientific, technical, and clerical assistants as may be necessary * * *

SEC. 3. (a) The Bureau of Education and all pertaining thereto is transferred from the Department of the Interior to the Department of Education.

(b) The office of Commissioner of Education is abolished, and the authority, powers, and duties heretofore conferred and imposed by law upon the Commissioner of Education shall be exercised and performed by the Secretary of Education.

(c) The Federal Board for Vocational Education is transferred to the Department of Education, and all the authority, powers and duties heretofore conferred or imposed by law upon the Federal Board for Vocational Education shall be exercised and performed by the board as a division of the Department of Education. The Secretary of Education shall be a member of the Federal Board for Vocational Education and ex officio chairman of said board.

(d) The authority, powers, and duties conferred and imposed by law upon the Secretary of the Interior with relation to the Columbia Institution for the Deaf and Howard University shall be exercised and performed by the Secretary of Education.

* * * * *

SEC. 7. In order to coordinate the educational activities carried on by the several executive departments, and to recommend ways and means of improving the educational work of the Federal Government, there is hereby created the Federal Conference on Education which

shall consist of one representative and one alternate appointed by the head of each department. The Federal Conference on Education shall not report as a body to any one department, but each representative shall report the findings of the Federal Conference on Education to his own department for consideration and independent action.

SEC. 8. (a) The Department of Education shall collect such statistics and facts as shall show the condition and progress of education in the several States and in foreign countries. In order to aid the people of the several States in establishing and maintaining more efficient schools and school systems, in devising better methods of organization, administration and financing of education, in developing better types of school buildings and in providing for their use, in improving methods of teaching, and in developing more adequate curricula and courses of study, research shall be undertaken in (1) rural education; (2) elementary education; (3) secondary education; (4) higher education; (5) professional education; (6) physical education, including health education and recreation; (7) special education for the mentally and physically handicapped; (8) the training of teachers; (9) immigrant education; (10) adult education; and (11) such other fields as in the judgment of the Secretary of Education may require attention and study.

(b) The department shall make available to educational officers in the several States and to other persons interested in education the results of the research and investigations conducted by it, and the funds appropriated for printing and binding for the Department of Education shall be available for the printing and binding of the results of such research and investigations.

SEC. 9. For the fiscal year ending June 30, 1929, and annually thereafter, the sum of \$1,500,000, or so much thereof as may be necessary, is hereby authorized to be appropriated, out of any money in the Treasury not otherwise appropriated, to the Department of Education for the purpose of paying salaries and the conducting of studies and investigations, the paying of incidental and traveling expenses incurred in connection with the investigations or inquiries undertaken by the department and for law books,

books of reference and periodicals, and for the paying of rent where necessary, and for such other purposes as may be necessary * * *

SEC. 10. There is hereby created a National Council on Education to consult and advise with the Secretary of Education on subjects relating to the promotion and development of education in the United States and in its possessions, which national council shall consist of the several State superintendents of education or other State chief educational authorities by whatever title known, and one member from each of the United States possessions, viz, Alaska, Hawaiian Islands, Philippine Islands, Porto Rico, and Isthmus of Panama. The Secretary of Education shall be chairman of said council. The members of said council shall meet for conference once each year at the call of the Secretary of Education; they shall serve without pay, but their actual expenses incurred in attending the conferences called by the Secretary shall be paid by the Department of Education.

SEC. 11. The Secretary of Education shall annually, at the close of each fiscal year, make a report in writing to Congress giving an account of all moneys received and disbursed by the Department of Education and describing the work done by the department. He shall also from time to time make such special investigations and reports as may be required of him by the President or by either House of Congress or as he, himself, may deem necessary and urgent.

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Vacation School for Summer Visitors

A vacation school, intended primarily for children of tourists in the lake region of Minnesota, was maintained during the past summer by the board of education of Alexandria, Minn. The school was organized to meet the demand each year by summer residents for tutors for their children. A slight charge was made for tuition, and four teachers were retained and paid for their services. Only morning sessions were held. Students were allowed to select any work they wished, but no one was allowed to register for more than two subjects. The enrollment was 53 pupils, about a third of whom were visiting children. A similar school is planned for 1928.



A traveling library for elementary-school teachers has been established in Cleveland, Ohio. Books of both educational and general interest are sent out in regular traveling-book boxes, which are set up in teachers' rest rooms or other convenient places.

College Library Dedicated by President Coolidge

We are met here to dedicate another temple to the cause of learning. To reach their full effect the buildings used for educational purposes must assume the character of temples. One of our learned men has told us that "We do but go where admiration leads the way." Unless we approach our places of learning in that spirit we shall never receive their full benefits.

The South Dakota State College gives every appearance of having reached in a full measure this position. We can usually measure both the desire and the appreciation that exists for the advantages of this life by the sacrifices we are willing to make to secure them. It is evident that in South Dakota this determination has a very strong hold upon the people. While this was to be expected, for this is yet a land of pioneers who have come here in response to a desire to improve their condition, yet the progress they have made is none the less astounding. It is true, of course, that although this is a comparatively new community, it has been nurtured under all the advantages of modern science and invention, which did not accrue to the older parts of our country in their early beginnings.

Yet when we remember that South Dakota has been admitted to statehood less than 40 years, that anything like a real settlement has been going on less than 75 years, that during this short period

many thriving cities have arisen, long lines of transportation have been built, an adequate educational system has been perfected, a body of laws has been developed, a vast agricultural empire has arisen, a method of local and State government has been built up, the administration of justice has been made effective, and, in short, a great American Commonwealth has been established, we can not

Few German Children Free From Dental Defects

Dental treatment was given to 6,930 school children in Bonn, Germany, in 1925-26. This was 93.4 per cent of the total enrollment, and included pupils of all ages. During the year 3,369 permanent and 643 temporary teeth were filled,



Lincoln Memorial Library, South Dakota State College, Brookings

fail to stand in respectful admiration for a people whose courage and ability have been crowned with such remarkable accomplishments. But this is only typical of the growth and progress of the West, and the West is only typical of the growth and progress of America.—*Beginning of President Coolidge's address at the dedication of Lincoln Memorial Library, South Dakota State College, Brookings, S. Dak., September 10, 1927.*

and root treatment was applied to 65 permanent and 26 temporary teeth. Extraction was made of 1,311 teeth. As a result of this work 90 per cent of the pupils left school at the end of the year with sound teeth. Records of dental work for 1915 show nearly 4 extractions to 1 filling; it now stands 1 to 30. It is estimated that one dentist, with the assistance of a nurse and a clerk, can care for the teeth of 6,000 to 7,000 pupils.



An attentive crowd listened to President Coolidge's dedicatory address

New Books in Education

By JOHN D. WOLCOTT
Librarian, Bureau of Education

ADAMS, JOHN. Errors in school: Their causes and treatment. Boston, New York [etc.] Houghton Mifflin company, 1927. 325 p. 12°.

"Errors in school" has a message for teachers of all grades from the kindergarten to the university. In this book the author describes, and exemplifies by actual classroom illustration, the basis of error and its correction. Sir John Adams is not only an authority in the educational world outside of the United States, but from long teaching experience in this country is also qualified to appreciate the American viewpoint of education. With regard to error, he described the teacher's three functions as follows: First, to prevent error occurring at all so far as this is possible; second, to discover error when it occurs; and third, to deal satisfactorily with error when it appears. The study of error should enable the teacher not merely to detect but to understand errors as they arise.

AMERICAN AND CANADIAN COMMITTEES ON MODERN LANGUAGES. Publications. Vol. one: New York experiments with new-type modern language tests, by Ben D. Wood. Vol. two: A laboratory study of the reading of modern foreign languages, by G. T. Buswell. New York. The Macmillan company, 1927. 2 v. illus., tables, diagrs. 8°.

Volume one of this series includes reports of three studies—a survey of modern language achievement in the junior high schools of New York City, June, 1925; the Regents experiment of June, 1925, with new-type tests in French, German, Spanish, and physics; a second survey of modern language achievement in the junior high schools of New York City, June, 1926. The series begun with these volumes is to be issued by the Modern foreign language study with the Canadian Committee on Modern languages, under the auspices of the American council on education. The new-type examinations described in volume one were devised at Columbia University, and a marked superiority in accuracy and economy of operation is claimed for them over the old-type Regents examinations and those of the College entrance examination board. Professor Wood finds that the Regents examination system is technically faulty, but that destructive criticism of it is unjustifiable. The careful study of reading reported in the second volume was made with the technique of the educational psychologist, and its results are presented for the use of the modern language specialist.

BARKER, ERNEST. National character and the factors in its formation. London, Methuen & co. ltd. [1927] vii, 288 p. 8°.

The writer of this volume traces the operation of the various factors, material and spiritual, which affect or determine the development of national character. In the earlier chapters the material factors of race, climate, and occupation are treated; in the latter the spiritual factors of law and government, language and literature, religion and education. The whole work is particularly concerned with the development of English national character and with the forces by which it is being moulded or affected to-day, but it has a wider appeal, especially to English-speaking peoples.

BROOKS, ROBERT C. Reading for honors at Swarthmore. A record of the first

five years, 1922-1927. With an introduction by Abraham Flexner. New York, Oxford university press, 1927. 196 p. 8°.

A record of the first five years, 1922-27, of Swarthmore college's experiment with honors work is given in this volume. From its inauguration the honors plan at Swarthmore has been wholly of the kind based on work superseding the regular requirements, with the added distinction that all examinations to determine the grade of honors have been given by outside examiners; that is, by professors drawn from other institutions. The system is designed to afford the more gifted students an opportunity to use their superior powers to the best advantage. While still frankly an experiment, it has already established itself as the most distinctive feature of Swarthmore's educational scheme. In 1925 Swarthmore was awarded by the general educational board a subsidy of \$240,000 to be used in thoroughly testing out the possibilities of the new plan during a five-year period, 1925-30.

CAMERON, EDWARD HERBERT. Educational psychology. New York & London, The Century co. [1927] xiv, 467 p. tables, diagrs. 12°.

This comprehensive text of Educational psychology offers, in a form suitable for mature students, a classification of learning and a study of the psychology of the subjects most frequently found in the high-school curriculum. Its scope is limited to discussions and explanations of those theories and processes a knowledge of which is of practical value to teachers in secondary schools.

CHARTERS, W. W. The teaching of ideals. New York, The Macmillan company, 1927. xiii, 372 p. diagrs. 12°.

Professor Charters brings to the composition of this book the technique of curriculum-making which he has employed successfully in the fields of industrial and commercial job analysis. He avails himself of the experience of parents, teachers, and school administrators on a scale which provides him with a variety of cases and with a comprehensive series of plans for dealing with these cases. Consequently, the statements in this book are free from vagueness and on the other hand are specific and concrete.

COMMISSION ON LENGTH OF ELEMENTARY EDUCATION. Report of the Commission on length of elementary education. Chicago, Ill., The University of Chicago [1927] xi, 167 p. tables. 8°. (Supplementary educational monographs published in conjunction with the School review and the Elementary school journal, No. 34, November, 1927.)

In 1925 a subcommittee of the Educational research committee of the Commonwealth fund provided for a study of the various types of elementary schools through the collection of information on a country-wide scale. To carry on this investigation, a commission was created, later designated the Commission on length of elementary education, consisting of members from different sections of the United States and from Canada, with Charles H. Judd as chairman. The commission secured reports from 610 American school systems chosen as typical. The study here reported leads to the conclusion that a proper understanding of the function of the elementary school will result in a very general reduction of the time devoted to rudimentary subjects and in an earlier opening of high-school opportunities to all pupils.

FERRIS, HELEN and MOORE, VIRGINIA. Girls who did. Stories of real girls and their careers. Illustrated by Harriet Moncure. New York, E. P. Dutton & company [1927] viii, 308 p. illus. 12°.

A series of interviews with 19 women who have achieved success in various vocations is given in this volume. The concluding chapter is entitled "You," and gives suggestions on choosing a vocation for any girl who may read it.

FERRISS, EMERY N. Secondary education in country and village. New York, London, D. Appleton and company [1927] xix, 401 p. tables, diagrs. 12°.

The purpose of this book is to present from both the psychological and the sociological aspects the guiding principles of secondary education in a democracy, to indicate their bearing upon the work of the small secondary school, and to consider with reference to these principles some of the major problems of the secondary school in small communities. The subject is treated comprehensively as regards history, objectives and materials, general and internal organization, administration, supervision, teachers, school and community, etc.

FISHER, DOROTHY CANFIELD. Why stop learning? New York, Harcourt, Brace and company [1927] ix, 301 p. 12°.

The writer does not undertake to state in detail the facts of the adult education movement, but offers a running commentary on and interpretation of these facts. She sees opening before us a whole new conception of what education is, what mass education must be, challenging hopeful souls for the future.

FORBUSH, WILLIAM BYRON and ALLEN, HARRY R. The book of games for home, school, and playground. Illustrated with drawings and diagrams by Jessie Gillespie. Philadelphia, Chicago [etc.], The John C. Winston company [1927] xi, 315 p. illus., diagrs., music. 8°.

This game book contains descriptions of more than 400 games for the home, the school, the playground, and the church school. The large part of the book deals with the old familiar games, but the best of the new games are also included.

KANDEL, I. L. and ALEXANDER, THOMAS, trs. The reorganization of education in Prussia, based on official documents and publications. New York city, Teachers college, Columbia university, Bureau of publications, 1927. xxvi, 647 p. tables. 8°. (Studies of the International institute of Teachers college, Columbia university, no. 4.)

The translators devote the present volume to a study of the Prussian educational reorganization, partly because Prussia still seems destined to give the lead to the rest of Germany, partly because the situation there appears to be more stable than in the other states. A translation of a book on "Prussian educational systems" by Dr. O. Boelitz, former minister of education in Prussia, is given, largely because it illustrates the difficulties that were met in the reconstruction of German education after the Revolution of 1918. This book has been supplemented by a translation of all the pertinent regulations which have been issued since 1918 and which constitute the basis of the present Prussian system. The study of present-day German education appeals to American students on its own account, and also because many of the problems with which educators in the United States are concerned are under consideration in Germany.

WHAT OUR STUDENTS MOST NEED IS DISCIPLINE IN LEARNING



EADERSHIP in the future will not come by chance. Scientific precision will replace guesswork. Exact knowledge must prevail in high places. Something may be done to improve scholarship in our secondary schools on the part of those who can use it, but the American secondary school has other duties beside the making of scholars. Granting the necessity of scholarship, the heaviest load must be carried by our colleges and university schools. They have no need to encourage initiative in thought or action in their students; young Americans exhibit independence enough when left to themselves. But what our students do need is to learn how to study, how to do straightforward logical thinking, how to round out an intellectual task in scholarly fashion; in a word, they need discipline in learning. The only way to attain this result is by straightforward instruction under a master. Desultory teaching with the assignment of tasks to be done at home will not do it. Threats and browbeating will not do it. University teachers might well learn a lesson from business, where the responsible heads train their subordinates in all kindness, but tolerate no mistakes and permit no guesswork.

—JAMES E. RUSSELL.

CHARACTER IS NOT CHARACTER UNLESS IT IS LIVED ALL THE TIME



ROM one point of view the object of all education is to build character. Health, scholarship, leadership, refined tastes, and an attitude of reverence are all traits of character. Thus character is more than merely freedom from immorality, more than obedience to the Ten Commandments, more than obedience to the rules of society. A good character is a system of refined and reliable habits. It presupposes the avoidance of such acts as cheating, lying, stealing, and murder, and consists in a positive system of habits involving health, intelligence, sociability, good taste, and devotion. A good character is one which may be depended upon in these respects. ¶A man needs to have for his ideal not only a hero, but also a heroine; for, as Dean Briggs of Harvard has well said, "If you live so that in a few years you will be a fit companion of an intellectual, high-minded, and pure-hearted woman, you will not go far wrong." ¶Students often have a false notion that character is something which can be assumed at will when there is a demand for it, and that it lies in great deeds. One or both of these fallacies have wrecked millions of potentially great men, for character is not character unless it is lived all the time. It is not judged by outstanding and rare great deeds, but by what you can count upon as a certainty in everyday life.

—CARL E. SEASHORE.